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Workshop: Producing educational videos: design and workflow issues

### Original Citation

Gibbs, Graham R. (2015) Workshop: Producing educational videos: design and workflow issues. In: Inspire Conference, HEA Social Sciences Conference, 3rd - 4th December 2015, The Studio, Manchester.

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# **Producing educational videos: design and workflow issues**

Graham R Gibbs

University of Huddersfield

# Video of video examples

- <https://www.youtube.com/watch?v=bRUzot2fEtY&feature=youtu.be>
- 12 mins.

# Writing a script

- Like writing a lecture

## **BUT**

- Needs dialogue for actors (if used)
  - Or headings to extemporize to (if you are the speaker)
- Needs visualisation (charts, diagrams, settings, actions etc.)

# Three act narrative structure

- ▣ Aristotle
- ▣ Common in documentaries
- ▣ Act 1. Inciting incident
  - ▣ The quest of the protagonist
  - ▣ The protagonist's desire or goal
  - ▣ Sets up the story
  - ▣ Establishes the main characters.

# Act 2. Development

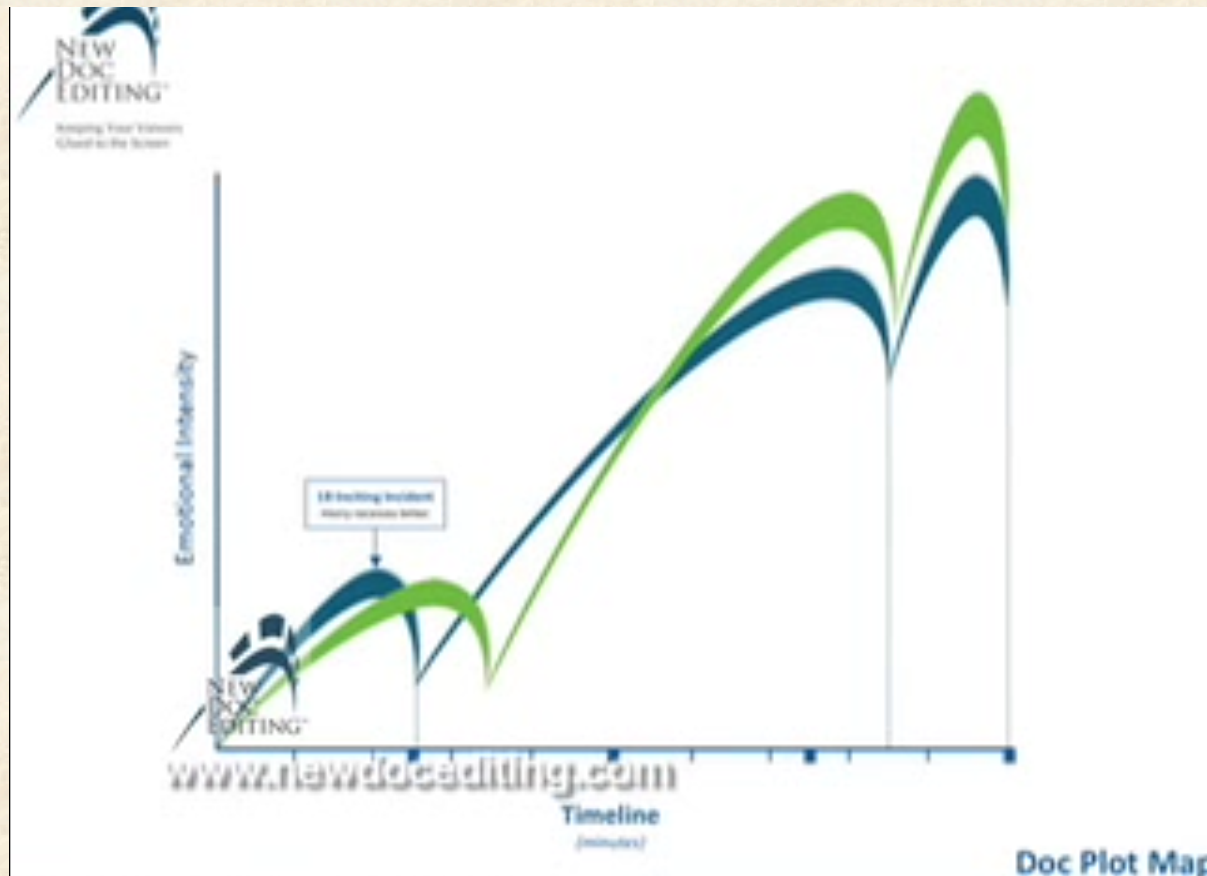
- ▣ Obstacles
- ▣ Difficulties
- ▣ Complexities
- ▣ Conflict

# Act 3. Resolution

- The goal is reached
- A satisfactory ending

# Karen Everett diagram

- US documentary maker and lecturer in film studies.





# Sample layout

## Words

Scene 1

Weber's account of bureaucracy  
Who was Weber, when he lived,  
general idea of

Hierarchy in a bureaucracy

## Images

Picture of Weber, image of an  
office

Diagram of a hierarchy.  
Animate supervisory relations

# Storyboard

- Actual images or sketches of each scene. With text description.
- Use arrows to indicate movement of actors
- Use arrows to indicate camera movement
  - E.g. Zoom = frame plus arrow
- Can work with a storyboard artist who draws images
  - Discuss each scene with artist
  - Possible student role as storyboard artist
- Shows the visual logic of the video
- And location of the scene

# What does the video contribute

- Explanations
  - From a talking head to diagrams/animations
- Real world contexts
  - Documentary/anthropological film
- Pacing of material and highlighting (as in lectures)
- Common mistakes/misconceptions
- Multimedia reinforcements
  - Mayer – voice and text, voice and image etc.

# Workflow

- Write
  - Academic has to do this. Quality controls
- Perform
  - Can be academic or actors/readers etc.
- Record
  - Technical staff, experts, needs equipment
- Edit
  - Post-production, video editing, enhancements add other assets.  
Can be done by technical experts, but needs academic input
- Publish
  - Online in VLE, local video repository or YouTube

# Equipment

- Sound is most important.
  - Get good mic (e.g. USB condenser or Lavalier)
  - And digital recorder (iPhone, Zoom, Tascam)
- Video
  - Getting cheaper, mobile phone to professional cameras
- Lights
  - Often office and rooms lights is enough
- Editing software
  - iMovie or similar, Premiere, FCPX, built into Camtasia, Explain Everything

# Help

- Jisc
- <http://www.jiscdigitalmedia.ac.uk/infokit/video-creation/video-creation-home>
- <http://www.jiscdigitalmedia.ac.uk/infokit/video-planning/video-planning-home>
- Lynda <http://www.lynda.com/> (if your university subscribes)
- Lots of videos on YouTube
- Books by Anthony Q. Artis, *The Shut Up and Shoot Freelance Video Guide 2012* and *The Shut Up and Shoot Documentary Guide 2014*

# Part 2 Develop a design

- Work in pairs, acting as critical commentator on each other's development.
- Using a video idea (prepared beforehand) develop a video script and a visual storyboard for a short video
- Consider the use of various additions such as:
  - text, animations, sound, callouts and their pedagogic functions.
- Written/drawn on PC or on paper accompanied with some consultation of exemplars online
- 20 mins approx.

# Part 3 Discussion

- Feedback from you on design issues
- How to use your video in teaching e.g. other activities it will be embedded with
- Use existing videos?
- 15 mins.